

Glossary

Accommodations: supports or services provided to help an individual access the general education curriculum and help facilitate learning. Accommodations are any tools and procedures that provide equal access to instruction and assessment for students with disabilities. Accommodations are grouped into the following categories:

Presentation: (repeat directions, read aloud, large print, etc.)

Response: (mark answers in a book, use reference aids, point, use of computers, etc.)

Timing/Scheduling: (extended time, frequent breaks, etc.)

Setting: (study carrel, special lighting, separate room, etc.)

Americans with Disability Act: Federal Law that protects persons with disabilities from discrimination in the operations of public businesses and governments.

Aim Line: a graphic representation depicting the desired rate of progress a student needs to reach the goal from the current baseline.

AIMSweb® As a data management system, AIMSweb® facilitates the organization of student, classroom, school, and district level benchmark and progress monitoring data. In addition, AIMS web automatically graphs data against student, classroom, school, district or national norms or targets.

Area of Concern: educationally relevant domain in which an individual's performance is inappropriate, unacceptable or negatively influences educational performance.

Baseline: a measure of performance prior to intervention. These initial data are used to monitor changes or the improvement in an individual performance.

Behavior Intervention Plan (BIP): A plan to address problem behavior that includes, as appropriate, positive behavioral interventions, strategies, and supports; program modifications; and supplementary aids and services that may be required to address the problem behavior.

Child with a disability: A child who has a disability as defined in one of the disability categories in IDEA and who needs special education and related services because of the disability; or a child aged 3 through 5 who is experiencing developmental delay.

Child Find: Ongoing activities undertaken by states and local school districts to locate, identify, and evaluate all children residing in the state who are suspected of having disabilities so that a free appropriate education (FAPE) can be made available to all eligible children, including all children in public and private schools, including religious schools.

Collaboration: A systematic process of cooperation between two or more people with shared goals and perceived outcomes occurring in a climate of trust.

Collaborative team: A group of two or more people (as described above) who meet on a scheduled or as-need basis and fill a specific function or purpose. Collaborative teams can be formed both at the district and school levels. School-based teams are developed and sustained as determined by need and are accessible to any administrator or teacher concerned with the educational needs of students.

Convergent Sources of Data: data from multiple sources that combine to support a conclusion.

Core Curriculum: are courses that prepare children become adults, or course of study, which has been determined as the focus of study that is usually made mandatory for all students within a school or school system.

Courses of Study: Middle and High School course work (or classes) that lead to certain type of diploma and/or required for post-secondary education.

Curriculum Based Measurement (CBM): Skill-building approach that combines curriculum with individualized services. Content is designed with what the learner needs-to-know in order to carry out tasks while focusing on their individual needs. CBM's are for measuring student competency in the basic skill areas of reading fluency, spelling, mathematics and written language.

Data Points: usually a dot or small circle, represents a single data point. With one mark (point) for every data point a visual distribution of the data can be seen. Depending on how tightly the points cluster together, data trends may be recognized clearly and visually.

Diagnostic Assessment: the process of data collection for the purpose of specifying and verifying problems or areas of concern and identifying what an individual needs to enhance performance. (Salvia and Ysseldyke, 1991, p. 3)

DIBELS: Dynamic Indicators of Basic Early Literacy Skills are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. (DIBELS Manual)

Differentiated instruction: The matching of instruction with the different needs of learners in a given classroom by modifying delivery, time, content, process, product, and the learning environment. One or more of these elements can be modified to provide differentiation.

Disability: a disability is a skills deficit, a health or physical condition, a functional limitation, or a pattern of behavior that adversely affects educational performance. A disability 1) results in educational performance that is significantly and consistently different, diminished, or inappropriate when compared to the expectations for peers and 2) significantly interferes with:

- a) access to general education settings and opportunities;
- b) developmental progress;
- c) involvement and progress in the general curriculum; or
- d) Interpersonal relationships or personal adjustment.

Discrepant/Discrepancy: the comparison of an individual's performance at a point in time to the performance of peers or other established standards at that same point in time.

Early Intervening Services (EIS) EIS is for students who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

Ecological Context/Variables: Racial, ethnic, social, cultural, familial, linguistic, and educational variables and extraordinary circumstances, which are unique to an individual.

Eligibility: means an individual, who by nature of his or her disability and need requires special education and related services in order to receive an appropriate education.

English Language Learners (ELL): ELL are students whose first language is not English and who are in the process of learning English.

Evaluation: Summarizing assessment results, then making decisions based on these results.

Exit or Exiting Special Education Services: the determination that an individual is no longer eligible to receive special education and related services.

Explicit instruction: Instruction that is clear, overt, and visible.

504 Act: A student is eligible for accommodations under Section 504 if the student has a mental or physical impairment that substantially limits one or more of the student's major life activities that affect education.

Full and Individual Evaluation: the purpose of the evaluation is to determine the educational interventions that are required to resolve the presenting problem, behaviors of concern or suspected disability, including whether the educational interventions are special education. The identification process, at a minimum, includes interactions with the individual, the individual's parents, school personnel, and others having specific responsibilities for, or knowledge of, the individual and the implementation of general education interventions.

Fidelity: confidence in the data collected; accuracy; exactness.

Functional Assessment: Functional assessment is a "step beyond" standardized testing to determine the educational strengths and needs of the student to progress in the general curriculum. Functional assessments help to identify specific skills the student can and cannot perform in relationship to his or her disability.

Functional assessments also provide diagnostic information about what the student can actually do in the areas of concern.

For example, if the student has a qualifying score in reading, and that is the area of concern, what is it the student can and cannot do when reading? Does the student have phonetic or sight word skills? Can the student read words in context? Can the student answer questions about a passage he or she has just read? Data is "functional" if it is skill based and identifies the student's present levels of performance to determine where to begin instruction with the student.

Functional Behavior Assessment (FBA): a problem-solving process for addressing student problem behavior. FBA relies on a variety of techniques and strategies to identify the reasons for a specific behavior and to help IEP teams select interventions that directly address the problem behavior.

Functional Skills: skills needed for independent living, such as cooking, comparison shopping, working with or managing money, using public transportation, and knowing how to be safe in the community.

Goal: a statement that describes what an individual is expected to accomplish within a given time period. Each goal includes the conditions:

- the learner (individual);
- behavior, (the task to be improved);
- criterion, (represents an acceptable level of improvement); and
- The time, situation, and measurement material.

Goal Area: refers to the domain in an area of concern. For example, reading is a goal area under which decoding, fluency, and comprehension fall. A new goal area may be behavior or math.

Implicit instruction: An instructional ideology that assumes that students are naturally active learners who construct new personalized knowledge through linking prior knowledge and new knowledge. In implicit instruction, the teacher guides students only as much as is necessary for them to build their own understanding. Scaffolding, or teacher support through questioning and explaining, is provided only as needed.

Independent Education Evaluation (IEE): independent education evaluation means an evaluation conducted by a qualified examiner who is not employed by the district responsible for the education of the child in question. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency. A parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

Individual Education Plan (IEP): a written statement for a specific child with a disability, in accordance with chapter 24:05:27, based on a full and individual evaluation of the child and developed by an IEP team.

Informed Consent: Procedures to ensure that the parent has been fully informed of all information, understands and agrees in writing to carrying out the activity for which the consent is sought, understands that giving consent is voluntary and may be revoked at any time, and understands the revoking consent will not apply to an activity that has already concerned. Informed consent is required for an evaluation, a reevaluation, and for the initial delivery of special education services.

Interventions: The directing of instruction in the area(s) of concern. Interventions are designed to meet the identified needs of an individual and are monitored on regular and frequent basis. Changes in instruction, for the student in the area of learning difficulty, are designed to improve learning and to achieve adequate progress.

Intensive Interventions: designed to accelerate a student's rate of learning by increasing the frequency and duration of individualized assessments that analyze the lack of responsiveness to the tiers in Tier I and Tier II.

Least Restrictive Environment: To the maximum extent appropriate, children with disabilities are to be educated with children who are not disabled. Special classes, separate schooling, or other ways of removing children with disabilities from the regular educational environment should only occur when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily with the use of supplementary aids and services.

LEA (Local Education Agency): is a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or an administrative agency for its public elementary schools or secondary schools.

Marker Variables: a detailed, non-biased questionnaire developed to provide a reliable and valid indicator of performance.

Mean: an average found by adding all the values in a set and dividing by the number of values.

Measure/Performance Indicator: specific indicator or measure of performance; e.g., number of hitting incidences per day or number of correct words read per minute that will be assessed and documented to reflect progress in a goal.

Median: an average determined by finding the number that falls in the middle of a set of data when arranged from least to greatest.

Mediation: a confidential, voluntary process that allows parties to resolve disputes without a formal due process hearing. An impartial mediator helps the parties to express their views and positions and to facilitate discussion and help reach an agreement—not to recommend solutions or take positions or sides.

Mode: to describe a set of data by using the most commonly occurring value.

Modification: changes made to the content and performance expectations for an individual.

Modifications (assessments): Changes in the test or assessment conditions that fundamentally alter the test score interpretation and comparability. Providing a student with a modification during a state accountability assessment constitutes a test irregularity because it invalidates the student's test score.

Modifications (classroom assignment): Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements

Multi-sensory: Simultaneously engaging the visual, auditory, and kinesthetic modalities.

Multiple Sources of Data: no single procedure or piece of data shall be used as the sole criterion for determining the eligibility of an individual. Information and data from instructional interventions, along with reviews, interviews, observations, and test/assessments will aid in the use of multiple procedures and the collection of multiple sources of data.

Multiple Decision Points: the process intended for the Problem Solving Team to determine interventions. By turning raw data into information that is more helpful to the discussion by using visual representations of data to relate information.

Need: the judgment that an individual requires special education and related services in order to receive an appropriate education.

Parent: A biological or adoptive parent of a child;

(2) A foster parent, unless State law, regulations, or contractual obligations with a State or local entity prohibit a foster parent from acting as a parent;

(3) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State);

(4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or

(5) A surrogate parent who has been appointed in accordance with §300.519 or section 639(a) (5) of the Act.

(b) (1) Except as provided in paragraph (b) (2) of this section, the biological or adoptive parent, when attempting to act as the parent under this part and when more than one party is qualified under paragraph (a) of this section to act as a parent, must be presumed to be the parent for purposes of this section unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

(2) If a judicial decree or order identifies a specific person or persons under paragraphs (a)(1) through (4) of this section to act as the "parent" of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the "parent" for purposes of this section.

Positive Behavior Intervention & Supports: Identify and enhance knowledge about, and practical demonstration of, school-wide PBIS practices, systems and outcomes along the three-tiered continuum (primary, secondary, tertiary); and develop, conduct and evaluate technical assistance and dissemination efforts that allow evidence-based practices to be implemented on a large scale with high durability and effectiveness.

Peers: for school-age individuals, this refers to individuals in the same grade as the targeted individual. For early childhood individuals this refers to individuals of the same age group.

Percentile: group into hundredths. Percentiles indicate what percent of a group of numbers is less than or equal to a given number.

Post-secondary education: formal education or training beyond high school, including college, university, vocational school and trade school.

Pre-referral interventions: Interventions delivered in the student's regular classroom that attempt to improve learning prior to a referral for formal special education evaluation.

Procedures: written documentation for the specific manner or method in which the Eligibility Standards, outlined in this document, will be implemented.

Professional Judgment: the reasoned application of clear guidelines to the specific data and circumstances related to each unique individual. Professional judgment adheres to high standards based on research and informed practice that are established by professional organizations or agencies. (Adapted from Katz, 1994).

Progress Monitoring: a scientifically based practice used to assess student's academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Prior Written Notice: a written notice that the school must provide to the parents of student with a disability within a reasonable time if they wish to:

- Evaluate the student
- Determine whether the student is eligible for special education services
- Change the student's evaluation or educational placement or educational plan (IEP)
- Refuse the parent's request to evaluate their child or change their child's educational plan (IEP) or placement.

Quartile: a group of data set into quarters.

RtI (Response to Intervention): The National Association of State Directors of Special Education (NASDSE, 2005) defines RtI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions.

Rate of Progress: objective evidence of performance across time. The rate of skills acquisition and/or slope of improvement are the rate of progress. This requires multiple data points that reflect assessment across time. A minimum of nine data points are typically required.

Reevaluation: a reevaluation is a data-based decision making process conducted by the IEP team and, as appropriate, other qualified professionals. The process includes:

1. A review of existing data and information and the gathering of new assessment data, if needed. The purposes of the reevaluation are to determine whether the individual continues to have a disability and need ongoing special education and related services;
2. The present levels of performance in the area(s) of concern;
3. And whether any additions or modifications are needed to enable the individual to meet measurable IEP goals and to participate, as appropriate, in the general curriculum or in the case of early childhood, appropriate activities.

Reliability: refers to the accuracy, dependability, consistency, or repeatability of test results

Rigor: requires that decisions be made with exactness, accuracy and preciseness.

SBR (Scientifically Based Research): systematic methods, utilizing observations and analysis of reliable data, to determine student performance and design educational plans.

Scaffolding: Support given to assist students in learning a skill through explicit instruction, modeling, questioning, feedback, etc., to ensure student performance. Scaffolding should gradually be withdrawn as students become more independent of teacher support.

Scientifically Based: Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain Reading Research (SBRR) valid knowledge. This research:

- Employs systematic, empirical methods that draw on observation or experiment.
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.

- Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations.
- Can be generalized.

Services: direct instruction in the area of concern and includes special education and related services that will provide the individual with an opportunity to improve performance.

Skill: Something a student knows how to do expertly and automatically.

Special education: Specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes speech-language pathology services and may include other related services, travel training, and applied technology education, if they meet the definition of special education.

Standard Deviation: a measure of the extent to which scores cluster around the mean.

Standard of Comparison: specify how good is good enough. Standards may be based on peer performance, instructional placement standards, adult expectations (parent, teacher, and/or employer), local norms, state norms, and **professional judgment**.

Strategy: The conscious use of a specific method.

Strategic Interventions: interventions provided to students who are not achieving the desired standards through the core curriculum alone.

Standardized Assessments: are test administered and scored in the same way to ensure validity. These assessments depend upon the same questions, conditions and scoring in order to gauge student progress against a norm group.

Trend Line: A trend line is a line used to represent the movement of student progress. A trend line is formed when a student's performance decreases and then rebounds at a **data point** that aligns with at least two previous data points. In addition, a trend line is formed when a student performance increases and then rebounds at a data point that aligns with at least two previous data points.

Targeted Assessments: assessments conducted when the student enters Tier III.

Team: a group of individuals who are involved in the development, implementation and decision making process as part of RtI. At a minimum, this includes the LEA instructional interventionist, the parent, and other qualified individuals, as appropriate.

Team member (IEP): student when appropriate, and person to interpret data, as well as others as needed.

Validity: The extent to which interpretations are useful, relevant, and valuable in making decisions relevant to a given purpose.